



ATHLETES BECOMING SOCIAL ENTREPRENEURS!

**DEVELOPING A GAMIFICATION BASED SOCIAL ENTREPRENEURSHIP
TRAINING PROGRAM FOR ATHLETES**

Project Reference: 603312-EPP-1-2018-1-NO-SPO-SCP
(The implementation of the EU Guidelines on Dual Careers of Athletes)

**Gamification-Based Course Curriculum on
Social Entrepreneurship through/in Sport**

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1. Course Overview

Sport constitute one of the most prominent social phenomena. Today it is one of the professional sectors with the economic and social transforming, creating opportunities for many people who aspire to a future in the world of sports.

The sports is performed by athletes. Sports entrepreneurship occurs to a large extent in professional sport which performed by elite athletes, which influences social entrepreneurial ventures. Elite athletes with social entrepreneurship skills can be competented at promoting flexibility and agility in their business ventures. By combining profit with non-profit objectives, a social entrepreneurial venture can be created in the sports-context.

Elite athletes have significant impact on individuals and society. Becoming a well-qualified social entrepreneur of elite athletes leads to remarkable benefits in the name of society. The ability of elite athletes to develop innovative and proactive solutions and ideas for social, cultural and environmental issues, and to implement them, is crucial in evaluating their potential.

Sport has been ingrained into the social fabric of most countries worldwide and provides a unique perspective of entrepreneurship. The efforts of elite athletes to use sport as a method and tool to make social change and a meaningful impact are dependent on the development of their social entrepreneurship skills. These skills enable them to become successful and effective social entrepreneurs as well as to achieve great achievements in the sporting world.

Elite athletes come together with many people from different sectors in competitions and social events throughout their sport life. This allows them to build wide networks. Elite athletes who have developed social entrepreneurship skills can use these networks to easily collaborate with stakeholders in the public, private and voluntary sectors and implement initiatives and enterprises for social, cultural and environmental issues. Employers and organizations in the sport sector want to employ elite athletes to take advantage of their wide networks. For social entrepreneurs to enact their vision, they should be effective public speakers. Change requires inspiration and elite athletes have this potential.

On the other hand, athletes often face challenges to combine their sporting career with education or work. The aim to succeed at the highest level of a sport demands intensive training and competitions at home and abroad, which can be difficult to reconcile with the challenges and restrictions in the educational system and the labour market.

Elite athletes play an important role in philanthropic community and thus it is important to develop their social entrepreneurship competences. However, social entrepreneurship in sports is a relatively new research and education field. There is no structured course curriculum for sports organization (universities, institutes, national Olympic committees, sports federations etc.), career

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professionals/consultants, trainers and mentors who work to support the dual careers of elite athletes in social entrepreneurship.

In particular, retired elite athletes are unable to meet the needs of the sports labour market with the knowledge, skills and competencies available on entrepreneurship. Open and digital learning platforms and training resources are needed to develop the knowledge, skills and competencies of these retired elite athletes on social entrepreneurship to support their employment in the labour market.

The SENTA Curriculum focuses on the starting new initiatives to social issues in society through/in sport. It will help improve the social entrepreneurship skills and competencies of elite athletes and will contribute to the development of innovative products, services, businesses and processes for the solution of social issues.

The curriculum and learning content are specifically tailored to the needs of elite athletes. The SENTA training course was developed based on findings from literature reviews in partner countries, surveys with elite athletes, interviews and focus group meetings with people responsible for curriculum developers, career consultants and experts.

The transnational project consortium consists of prestigious organizations from Austria, Belgium, Bulgaria, Bosnia and Herzegovina, Canada, Norway, Romania and Spain and addresses the challenges in starting an initiative needed for the implementation of the training course across Europe and for the solution of the social issues of elite athletes.

The course is divided into seven modules. Within each module there are several parts. Participants get points for each part. Each part ends with a small quiz participant have to answer. The course applies the most preferred training methods of elite athletes such as e-learning and gamified exercises.

Target Group

The target groups of the training course are talented, elite and retired athletes in participant countries. In addition, student-athletes, active people in the sports sector who want to become sport entrepreneurs, entrepreneurs, sport institutions, start-ups, accelerators and incubation centres, innovation and technology centres/networks, research centres and investors can benefit from this training course.

Language of Delivery

Bulgarian, German, English, French, Norwegian, Romanian and Spanish.

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2. Learning Objectives of SENTA Training Course

The SENTA training course aims to increase knowledge, skills and competences of elite athletes in order to start social businesses. Upon completion of the course learners will:

- discuss what social entrepreneurship is and why it is important for society;
- discuss the role of athletes in social entrepreneurship activities or even why others should involve them;
- discover what are the skills that athletes already possess and that can help them to be a social entrepreneur;
- develop an understanding of becoming a Changemaker as a career option and a way to give something to the community;
- as an athlete, discuss what skills they need to run a social initiative;
- explain the differences between business models of commercial enterprises and business models of social enterprises;
- discuss why technology and technological-oriented entrepreneurship are important for a social enterprise in the sports field: and
- learn how Social Values in Sport can serve as a model for Social Entrepreneurship.

3. Course Methodology

The basic theoretical foundation of the SENTA curriculum design is provided by the Biggs constructivist alignment model, which can be defined as “an outcomes-based approach to teaching in which the learning outcomes that learners are intended to achieve are defined before teaching takes place” (Biggs, 2014: 5). The operational framework for this instructional design is based on three main areas (cf. 8):¹

- The intended learning outcomes (ILOs) determine the objectives that the learner should learn in each module,
- Teaching / learning activities (TLAs) describe what the learner does in order to learn,
- Assessment tasks (ATs) assess how well learners meet their learning outcomes.

This will be done through gamified exercises and final test. The SENTA course will be graded on a pass basis. If more than 80 % of the answers is correct in the final test, learner could be rated as successfully passed.

¹ Biggs, J. 2014. Constructive alignment in university teaching. HERDSA Review of Higher Education, 1: 5-22.



SENTA training course is based on the competences developed while performing gamified exercises and other learning activities in e-learning platform. The online learning platform has been created as a gamified learning system, applying game elements and game design techniques. It will help to boost learners' intrinsic motivation to engage in training for achieving their objectives. The learning materials and tools complemented by game-like exercises will foster creative thinking and help learners apply it to real-life business context. The SENTA online learning platform represents an innovative learning environment providing an opportunity for individuals to learn anytime and anywhere. It provides an open educational resource in order to guarantee a better learning of elite athletes related to social entrepreneurship.

4. Course Structure

Structure of the SENTA training course has been developed on the principles of modular approach suggesting that each module represents a separate and complete learning unit leading to specific outcomes. The modular approach will make the SENTA training more flexible, as it will provide for personalized learning pathways addressing the learners' needs. SENTA training course consists of 7 modules. More detailed information about each module is described in "Annex-1: Syllabus and the Contents of Modules" including a module description, intended learning outcomes and learning activities.

Course Curriculum on Social Entrepreneurship through/in Sport

Modules:

Module 1: Why Social Entrepreneurship for Athletes

Module 2: The Profile of a Social Entrepreneur: Athletes and Social Entrepreneurs

Module 3: The Role of Changemakers in Society: Athletes and Changemakers

Module 4: From Theory to Practice for Career Planning: Athletes in the Training

Module 5: Social Business Models: Athletes on the Pitch

Module 6: Technological (Social) Entrepreneurship: Athletes on the Podium

Module 7: Sport and Social Impact: UN Sustainable Development Goals

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General Course Information

Time and Location: 7 weeks, online

Prerequisites: This course is designed specifically for elite athletes. However, no special prerequisites. Interest in sports and social issues, having a passion for social changes or become a change maker by using sport is an advantage.

Software: Online interactive (gamification-based) course, any web-browser and connection to the Internet.

Webpage/links: portal.dualcareer.net

Course Description: This online free 7-week course is for athletes who wants to make a difference in their societies. The course supports dual career of athletes and enables them to become social entrepreneurs. Whether the athletes are pursuing their sporting career, or getting ready for the career transition, or retired, this online course unlocks the potential of athletes to create a change in society.

Course Policies

Admissions: Learners must complete the enrolment process which includes creating profile on the learning portal.

Language of Delivery: English (Subtitle: Norwegian, Romanian, Spanish, German, Bosnian, Belgian and French)

Learner Expectations: Learners must be comfortable using their own computer and working on the Internet.

Learners enrolling in an online course should expect to spend the same number of hours in the online course as the instructor led course. Tools are in place to prevent students from advancing too quickly in the online course. If a student advances too quickly in the program they will be forced to return to the previous section or be locked out of the course. This system is in place to support learning outcomes and compliance with licensing requirements.

It is expected that students represent themselves ethically in their online course activities. This includes accurately identifying themselves when registering and completing the course.

Computer / Software Requirements: Learners enrolling in online courses must have basic computer, internet and keyboarding skills as described in the course syllabus.

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Course Completion: Online course must be completed within one year from the date of enrolment. The course may be accessed from any computer that has internet access.

Security: All personal information collected by FURIM Institute is considered confidential and is secured through encryption tools. Access to learners' personal information is limited to FURIM Institute employees and contractors who have a legitimate business need for information for the purpose of fulfilling FURIM Institute's obligations, and who have entered into an agreement with FURIM Institute to handle personal information in a manner that is in accordance with this Policy.

Technical Support: Technical support is available for all registered users by sending email to info@furim.no.

Assignments and Evaluation

- watching 1 introduction video
- watching 1 lecture video
- completing 3 game-like exercises
- reading an article related to topic
- getting 80 score from quiz

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Annex.1: Syllabus and the Contents of Modules

Module 1: Why Social Entrepreneurship for Athletes

Module Description	<p>This module addresses the social entrepreneurship aspects of sport and why society invests in it. In this module, we will compare different points of view and practices why it is also important for athletes themselves. The module highlights the basic concepts of social entrepreneurship in sport and the perspectives of Europe and North America with a focus on social entrepreneurship as a dual career opportunity for elite athletes.</p>
Learning Outcomes	<p>At the end of this module, athletes will be able to:</p> <ul style="list-style-type: none"> • discuss what social entrepreneurship is and why it is important for society. • compare the perspective of social entrepreneurship in Europe and North America. • explain how sport can be used for solving problems in society. • discuss why social entrepreneurship is important for athletes. • discuss the role of athletes in social entrepreneurship activities or even why others should involve them.
Learning Activities	<ul style="list-style-type: none"> • Watch 1 introduction video • Watch 1 lecture video • Read the articles related to topic • Complete 3 game-like interactive tasks • Obtain a minimum score of 80% from the quiz
Estimated Duration	<p>Total workload is approximately 2 hours including:</p> <ul style="list-style-type: none"> • 30 minutes for watching videos • 60 minutes for exploring the required reading material • 30 minutes for exercises

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Video Transcript	<p>Introduction Video:</p> <p>Hi! Welcome to Module 1.</p> <p>In the present module, we will find out together what are the main aspects of social entrepreneurship in sport and how to ensure the development and further its implementation as offering employment opportunities for athletes and being a societal instrument for positive change. We will compare the perspectives of social entrepreneurship in Europe and other parts of the World, and we will understand why it is critical for the development of society - bringing society to a next level.</p> <p>Social entrepreneurship can be an interesting opportunity in building out a dual career for elite athletes, as well as to open personal and professional development avenues after their active sport life. A social entrepreneurship activity can open new horizons fulfilling societal needs and providing quality employment opportunities for sportspersons. As a source of inspiration, you will find some good practices, case studies and interesting sources that might motivate you to start a new career – as a social entrepreneur in the field of sport.</p> <p>Lecture Video:</p> <p>Entrepreneurship in the field of sport is a relatively new field, definitely provoking the interest of sector researchers, as in most of the cases, sports entrepreneurship is a combination of social entrepreneurial and social innovative activities, carried out in a sports context. The sport industry is rapidly growing and is amongst the World’s largest activities; it affects other industries including tourism, fitness, media and education, which all have an integral contributing focus on social innovation and social entrepreneurship in our societies. A study by the European Commission regarding the contribution of sport to economic growth and employment in the EU, showed the share of sport related GVA (Gross Value Added) corresponds to 294 billion euro (2.98% of total EU GVA) while sport related employment results in 7.38 million people employed (3.51% of total EU employment). Based on the presented data, we can definitely conclude that sport provides both a unique perspective to entrepreneurship and is ingrained into the social fabric of most countries worldwide.</p> <p>This sport entrepreneurial process is based on the overall concept of social entrepreneurship in the following ways:</p>
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Social entrepreneurship is an approach by individuals, groups, start-up companies or entrepreneurs, in which they develop, fund and implement solutions to social, cultural, or environmental issues.² This concept may be applied to a wide range of organizations, which vary in size, aims, and beliefs³.

In 1980, Bill Drayton, founded Ashoka, an organization which supports local social entrepreneurs. Drayton tells his employees to look for four qualities:

creativity,
entrepreneurial quality,
social impact of the idea, and
ethical fiber.⁴

Maybe the most vivid one that is really highlighting the essence of social entrepreneurship is the creativity. Creativity has two parts: goal-setting and problem-solving. Social entrepreneurs are creative enough to have a vision of what they want to happen and how to make that vision happen.⁵ In their book, *The Power of Unreasonable People*, John Elkington and Pamela Hartigan identify why social entrepreneurs are, as they put it, unreasonable. They argue that these men and women seek profit in social output where others would not expect profit. They also ignore evidence suggesting that their enterprises will fail and attempt to measure results which no one is equipped to measure.⁶

About this, the Schwab Foundation says that entrepreneurs have "A zeal to measure and monitor their impact. Entrepreneurs have high standards, particularly in relation to their own organization's efforts and in response to the communities with which they engage. Data, both quantitative and

² What is a Social Entrepreneur, PBS Foundation - "A social entrepreneur, in our view, is a person or entity that takes a business approach to effectively solving a social problem."

³ "The Meaning of Social Entrepreneurship," J. Gregory Dees, 1998, rev 2001 [*"The Meaning of Social Entrepreneurship"*](#).

⁴ Bornstein, David (2007). [*How to Change the World*](#). New York: Oxford University Press. pp. 121–122. ISBN 978-0-19-533476-0.

⁵ Bornstein, David (2007). [*How to Change the World*](#). New York: Oxford University Press. pp. 124. ISBN 978-0-19-533476-0.

⁶ Elkington, John (2008). [*The Power of Unreasonable People*](#). Boston: Harvard Business Press. pp. 15–19. ISBN 978-1-4221-0406-4.

qualitative, are their key tools, guiding continuous feedback and improvement."⁷

In "The Power of Unreasonable People"⁸, John Elkington and Pamela Hartigan describe social entrepreneurs' business structures as failing under three different models, applicable in different situations and economic climates:

Leveraged non-profit: This business model leverages financial and other resources in an innovative way to respond to social needs.⁹

Hybrid non-profit: This organizational structure can take a variety of forms, but is distinctive because the hybrid non-profit is willing to use profit from some activities to sustain its other operations which have a social or community purpose. Hybrid non-profits are often created to deal with government failures or market failures, as they generate revenue to sustain the operation without requiring loans, grants, and other forms of traditional funding.¹⁰

Social business venture: These models are set up as businesses that are designed to create change through social means. Social business ventures evolved through a lack of funding. Social entrepreneurs in this situation were forced to become for-profit ventures, because loans and equity financing are hard to get for social businesses.¹¹

There are also a broader range of hybrid profit models, where a conventional business invests some portion of its profits on socially, culturally or environmentally beneficial activities. The term "Philanthropreneurship" has been applied to this type of activity.¹²

Whereas a dozen years ago concepts of social enterprise, social entrepreneurship and social entrepreneur were rarely discussed, it is now making amazing breakthroughs on both sides of the Atlantic, especially in EU countries and the United States. It is also attracting increasing interest in other regions such as Eastern Asia (especially South Korea, Japan and Taiwan) and Latin America. In Europe, the concept of social enterprise made

⁷ [What is a Social Entrepreneur?](#). Schwab Foundation for Social Entrepreneurs. Retrieved 28 October 2016.

⁸ https://en.wikipedia.org/wiki/The_Power_of_Unreasonable_People

⁹ The Power of Unreasonable People, 2008. pg. 31

¹⁰ The Power of Unreasonable People, 2008. pg.37

¹¹ The Power of Unreasonable People, 2008. pg. 42

¹² <https://en.wikipedia.org/wiki/Philanthropreneur>

its first appearance in 1990, at the very heart of the third sector, following an impetus which was first an Italian one, linked closely with the co-operative movement. In 1991, the Italian parliament adopted a law creating a specific legal form for 'social cooperatives' and the latter went on to experience an extraordinary growth. In the United States, the concept of social enterprise also met with a very positive response in the early 1990s. In 1993 for instance, the Harvard Business School launched the 'Social Enterprise Initiative', one of the milestones of the period.¹³

Sounds interesting, right? But what if we add sport to the picture? Social entrepreneurship within sport comprises three elements that need to be qualified: the social element, entrepreneurship and sport¹⁴. A distinctive feature of social entrepreneurship in sport is the extent to which innovation is both a resource and a source of identity¹⁵. As the power of sport is increasingly recognized at different levels in society, we want to emphasize its ability to influence community cohesion, physical and mental health, social inclusivity, providing positive role models across society¹⁶. More businesses are incorporating these social aspects sport can bring into their plans as a way of differentiating themselves from their competitors. This, in turn, has led to more social innovation in sport. Recently, there has been more emphasis on social entrepreneurship in sport due to the growing need to capture its societal impact. Let's see some concrete examples to clarify the social entrepreneurship in sport even further:

City Pirates¹⁷ is an Antwerp football team active in various neighborhoods of the city. Regardless of age, ability, gender, race, religious conviction or background, the players form a close community. City Pirates is not just about football: the club wants to draw attention to its social role in helping young people feel at home in the city and contribute to Antwerp society. City Pirates now has over 1,000 youth members, a large share of whom have a migration background, and the club works toward social integration through education, closely involving parents and linking up with social services. Three social workers involved with the City Pirates come into contact with a large

¹³ https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwia19e30obqAhXJ8OAKHW0zBYwQFjAEegQIBxAB&url=https%3A%2F%2Fiae.univ-nantes.fr%2Fmedias%2Ffichier%2Fcommunication_j_1224259083400.pdf%3FID_FICHE%3D296308%26INL_INE%3DFALSE&usg=AOvVaw3bBa0jmi-OGcqjNtvxYqP

¹⁴ <https://www.tandfonline.com/doi/abs/10.1080/17430437.2017.1346618?journalCode=fcss20>

¹⁵ https://link.springer.com/chapter/10.1007/978-3-319-75046-0_5

¹⁶ <https://www.taylorfrancis.com/books/9781351141048>

¹⁷ <https://iamamigrant.org/stories/italy/radja-nainggolan-and-city-pirates>

number of young people who often grow up in relative poverty. When problems arise among the young players (late payment of membership fees, worn-out clothing, behavioural issues, bad grades at school) the social workers proactively go on home and/or school visits. The children can also do their schoolwork at the club, with support being provided in collaboration with the schools the young players attend. Parents and some of the older club members are offered support to find jobs through partnerships with employment agencies.

City Pirates believes that football can change the world. With 80 different nationalities and a G-team with mentally disabled youths, City Pirates host an annual event 'Pirates Parade' that allows youngsters to come together to dance and sing anti-racism and anti-discrimination songs where afterwards everyone involved will go to the stadium to support the Royal Antwerp first team. In the weeks leading up to the event, workshops and several open discussions are hosted in partnership with the social-project River Side Studio.

Interesting approach, no? We have another interesting example for you – the **Bike project**¹⁸, a community of refugees, cyclists, mechanics and volunteers. "Our mission is simple: to take second-hand bikes, fix them up in our workshop and give them to refugees.

We also run group cycle training for refugee women in London and Birmingham. The lessons empower and inspire women to feel the freedom of their very own bike – perhaps for the first time in their lives.

As well as our charitable activities, we sell a proportion of our wonderful, refurbished bikes to the general public through our online bike shop. Every single penny we make from bike sales is ploughed straight back into the charity. This much-needed cash injection helps secure our long-term sustainability – and that means even more refugees cycling!"

As we have already mentioned in the previous parts of this module, social entrepreneurs in sport in an innovative trend in Europe, but also in third countries. Stay with us for two more examples of successful and creative business challenges in sport that we have highlighted from North America and Australia.

¹⁸ <https://thebikeproject.co.uk/>

Working on a Dream-Uganda¹⁹

After his mother passed away and he lost his family to divorce, Ed fell into a deep depression that was exacerbated by war traumas suffered as a young teen in Uganda. Unemployed and suicidal, he eventually landed at a shelter. Bill's invitation to play soccer, however, was an opportunity he couldn't pass on. Growing up, he'd loved the sport and even had hopes to make it to the national team. Like the majority of the individuals who are funded to be part of the "Homeless World Cup"-team, Ed came back from participating in Mexico in 2012, motivated to help others as he was helped. He now manages "Street Soccer", a Canadian social enterprise laundry service, providing clean linen to shelters and other non-profits—as well as jobs to Ed and his staff. The service helps those involved to become part of a larger goal. "Now I have a purpose," says Ed. "When I wake up in the morning, I am happy that I am going to contribute. Not just to my own life, but to somebody else's life." Another interesting story we have found is the one of North Melbourne's football team that reached beyond sport in order to support sport.

Now known as "**The Huddle, Learning and Life Centre**"²⁰, it opened in March 2010, created by the Kangaroos - the unofficial name of North Melbourne's football team. As a department within the football club with the specific task of engaging the local community, it includes the Huddle classroom, a multi-purpose court, meeting rooms and a lecture theatre.

The programming at the Huddle is not just about football but has a much broader focus through three streams to engage the community.

The Education Program includes full day programming for students aged 8-16 years from local primary and secondary schools with tailored activities for newcomer students.

The Homework Program has tutorials and education support for teenagers with limited or no internet access as well as classes during the school holidays, such as study skills, driving courses and recreational activities).

Finally, the third stream, Community Programs, provides recreational programming for the community.

"All programs are free of charge to participants, money being one of the obstacles facing the multicultural community," said Sacha Herceg-Manager Community Programs. "We offer netball, volleyball, journalism and

photography workshops. We are unique in the Australian Football League in that we don't provide programs focused solely on football.”

Now, we have to be clear: social entrepreneurship in sport is a combination of a profitable employment, with a clear goal of bringing a positive change in our realities.

But are you asking yourself why it is suitable especially for athletes? The answer is very simple – because athletes do not train only their body! Mental skills are a necessity for peak performance in athletic events and are crucial for non-sports situations as well. Mental acuity is not found but learned and developed by any athlete by putting in effort. Instruction and practice build not only physical skills but enhance mental skills as well. Similar to physical challenges, building mental skills involves struggle and a drive to excel. Success is about pushing through and improving²¹.

Let's check together the five mental skills of successful athletes²² and please let us check on later stage if those skills are also applicable to entrepreneurship models.

Attitude: Choose and Maintain

Perhaps one of the most foundational skills to be acquired, attitude is a major part of success. Athletes first and foremost need to accept that attitude is a choice. Adopting a positive attitude will help individuals learn from both victories and failures, an important part of pursuing excellence.

Motivation: Discover and Retain

Without motivation, athletes would find it impossible to continue toward their goals. It is a mindset of awareness, a drive to tirelessly push forward. It develops persistence, which fuels participation.

Goals: Set and Pursue

¹⁹ <http://www.streetsoccercanada.org/social-enterprise>

²⁰ http://citiesofmigration.ca/good_idea/kangaroos-football-and-the-local-community/

²¹ <https://onlinemasters.ohio.edu/blog/5-mental-skills-of-successful-athletes/>

²² <https://onlinemasters.ohio.edu/blog/5-mental-skills-of-successful-athletes/>

Goals should not be ridiculous, far-reaching or extravagant. Goals need to be set realistically, at an attainable level, while still being challenging. Time and ability are the best goals to set, because they can be measured, and their improvement develops more motivation, so you get in a positive self-reinforcing cycle.

Emotions: Accept and Regulate

Emotions, especially anxiety, can quickly arise when it comes to athletic activities. Sports, competitions and races offer athletes the opportunity to practice an extremely important mental skill: accepting emotions as they come and learning how to deal with them. Emotions can distort or bolster other mental skills, so understanding and regulating them distinguishes the most successful athletes from the rest.

Concentration: An ability to possess and master

Athletes who can be in the here-and-now, stay present and pay attention, are practicing the mental skill of “concentration and focus”. Transversal skills can be achieved for a lifetime – constant vigilance, and concentration on the present activity, increase success and satisfaction. Athletes who want to be successful, learn how to concentrate on the task at hand, even if it means blocking out the fans, blocking out the rivalry, and maintaining focus on what needs to be done.

Success leaves clues, anyone who is successful in life does certain things that help them win again and again. If you find someone who has already achieved your goals and you model that person, you will discover what they do to succeed and by doing the same things, get similar results. That is a very small part of all evidence that can be collected to defend the thesis that elite athletes can become amazing sport entrepreneurs and ensure that the positive change is vivid in our realities. We hope that the provided information was useful, and you are ready to become a social entrepreneur in sport.

Here are few interactive tools to get you convinced:

Get inspired at “Entrepreneur on Fire” dot com and share with us what useful triggers you found there for you?

Check your entrepreneurial potential through a quick online test. Share your results with us.

	<p>Create visualization of your entrepreneurial idea and share it with your/the SENTA team.</p> <p>Thank you for your kind attention and stay motivated for the following modules that will enrich your knowledge in the field of social entrepreneurship in sport aiming to reach SENTA /Athletes Becoming Social Entrepreneurs! Developing a Gamification Based Social Entrepreneurship Training Program for Athletes/ goals.</p>
Gamification-Based Interactive Tasks	<p>Task 1: The “Entrepreneur on Fire” daily podcasts by entrepreneurs are useful when you are looking for some inspiration. This is a podcast whose host USA-based John Lee Dumas and interviews guests from business and social fraternity. The daily show talks about the entrepreneurs’ successes, failures, resources, tactics, and more. Check it out www.eofire.com and share your feedback with us:</p> <p>Task 2: Entrepreneurial potential self-assessment is allowing you to check your potential: https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/pages/entrepreneurial-potential-self-assessment.aspx</p> <p>Take the test and write down your score in the box:</p>
Reading	<p>Sport and Economy: https://ec.europa.eu/sport/policy/economy/data_en</p> <p>Using Sports as a Force for Good: https://www.entrepreneur.com/article/284155</p> <p>Most Entrepreneurial Athletes: https://www.entrepreneur.com/slideshow/305570#1</p> <p>Sport as value creator for entrepreneurship – a perspective for creating multi-values in entrepreneurship through sport by elite sport organizations:</p>

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	<p>https://www.utwente.nl/en/bms/nikos/events/2019/12/480984/sport-as-value-creator-for-entrepreneurship</p> <p>Power2Inspire:</p> <p>https://www.pioneerspost.com/business-school/20150220/power2inspire-sets-sports-inclusivity-agenda-the-uk</p> <p>A Social Enterprise with a Sporting Chance:</p> <p>https://probonoaustralia.com.au/news/2014/12/a-social-enterprise-with-a-sporting-chance/</p>
<p>Quiz</p>	<ol style="list-style-type: none"> 1. Social entrepreneurship in sport is: <ol style="list-style-type: none"> a) a port company with international dimension. b) an Entrepreneurial initiative delivering positive change in society through or in sport. c) part of the activities of each sport organization on elite/professional level. 2. Social entrepreneurship in sport is: <ol style="list-style-type: none"> a) new process in the EU, highly developed in North America. b) new process in North America, highly developed in the EU. c) phenomenon with good traditions both in EU and North America. d) none of them. 3. Social entrepreneurship and sport are interconnected through: <ol style="list-style-type: none"> a) both being important spheres for our society. b) skills that athletes possess due to their sport career and leading to entrepreneurial success too. c) the economic impact of sport being relatively high in correlation with the immense universal power of sport. d) all of above. 4. In the present module, we have highlighted some of the athletes' skills that lead to a successful business initiative. The skills were:

- a) Attitude; Self-discipline; Goals; Emotions; Creativity.
 - b) Attitude; Motivation; Goals; Financial literacy; Concentration.
 - c) Attitude; Motivation; Goals; Emotions; Concentration. Devotion. Motivation; Management skills; Teamwork; Concentration.
5. City Pirates believes that football can change the world. What is the target group the social enterprise works with?
- a) 120 different nationalities and a youth team of refugees.
 - b) 60 different nationalities and a youth team of persons with mental disabilities.
 - c) 80 different nationalities and a youth team of persons with mental disabilities.
 - d) 80 different nationalities and a youth team of persons with physical disabilities.

Module 2: The Profile of a Social Entrepreneur: Athletes and Social Entrepreneurs

Module Description	Through this module, learners will be able to understand what are the skills that characterize the social entrepreneur, as well as the skills that the athlete has to undertake socially and what they could develop.
Learning Outcomes	<p>At the end of this module, athletes will be able to:</p> <ul style="list-style-type: none"> • know what are the skills that characterize the social entrepreneur and why they are important. • discover what are the skills that athletes already possess and that can help them to be a social entrepreneur. • know the possibilities that it can have for the athlete to be a social entrepreneur.
Learning Activities	<ul style="list-style-type: none"> • Watch 1 introduction video • Watch 1 lecture video • Read the articles related to topic • Complete 3 game-like interactive tasks • Obtain a minimum score of 80% from the quiz
Estimated Duration	<p>Total workload is approximately 3 hours including:</p> <ul style="list-style-type: none"> • 30 minutes for watching videos • 75 minutes for exploring the required reading material • 60 minutes for interactive tasks • 15 minutes for quiz
Video Transcript	<p>Introduction Video:</p> <p>Welcome to the video tutorial for module 2. In this module, we will teach you how to answer the following questions:</p> <p>What characterizes a social entrepreneur? What skills does an athlete possess that could lead him to be a good social entrepreneur?</p>

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To learn more about the characteristics of a social entrepreneur, it is necessary to start by knowing what social entrepreneurship is about.

Let's start!

Lecture Video:

The Schwab Foundation for Social Entrepreneurship talks about a model for social change that combines the mission of serving the most vulnerable populations on the planet together with the principles of entrepreneurship and good practices of the private sector to create a more world fair, equitable and sustainable.

Social entrepreneurs, therefore, are those people who initiate and develop a project of these characteristics, prioritizing social impact over economic benefit.

But then, what are the skills or characteristics of an entrepreneur or social entrepreneur?

We present you the seven characteristics of the new entrepreneurs who are transforming the world.

1. Nonconformists: These are people who often come from communities in situations of poverty or inequality and who are fed up with it. They complain and are willing to act. This nonconformity is common among young people belonging to the millennial generation.

2. Resourceful: Social entrepreneurs generally operate through startups that have limited resources. They have little money and a shortage of personnel to start and maintain their projects, so they must develop the necessary creativity to do more with less.

3. Business vision: The key to a company is to generate money, and this is no exception in social companies. For this reason, these entrepreneurs know how to create models that, in addition to promoting society and contributing to the environment, are profitable for their founders and investors.

4. Real purpose: Successful social business has a mission to make this a better world. Both its model and its strategies and objectives are focused on improving people's quality of life or on reducing or solving problems such as global warming and illiteracy.

5. Motivated: Being an entrepreneur is not easy, and even less when the objective is as ambitious as changing the status quo or the situation of a locality. For this reason, startups and companies with a social or environmental focus must have solid leadership, capable of motivating and inspiring the team and potential clients and investors.

6. To care about everyone involved: A company with a true social vocation ensures that all participants in the supply chain earn from the final product and obtain benefits that favor its development. A social entrepreneur goes beyond himself.

7. Optimistic: Although social entrepreneurship is often part of the frustration and nonconformity of some members of society, it is also of optimism based on the belief that the market can generate positive changes.

These are just some of the skills that characterize an entrepreneur, but to this we can add passion, leadership, innovation, resilience, ability to make difficult decisions and many other characteristics. To these characteristics we must add other essential values: nonconformity, social responsibility and commitment.

And now that you know what skills a social entrepreneur possesses, I would like you to think, through your experience as an athlete, which of these skills do you have? Think about it, because we will talk about it next.

Sports entrepreneurs can therefore be defined as people who are innovative, proactive and risk taking in the sports field by developing an entrepreneurial venture. These entrepreneurs can be experienced in a specific industry or in a niche area such as sport.

Did you know that athletes who have competed or compete at a high level have characteristics very similar to those of entrepreneurs? That's right, they both test themselves with a goal-focused mindset and a competitive nature that can only be achieved through active participation in sports. Effective leaders, their success depends, in a very high percentage, on how they manage an organization at the maximum level of productivity.

This is the relationship between social entrepreneur and athlete

1. Competitive nature

The entrepreneur faces challenges constantly and does not give up until he manages to overcome the obstacles: this is where business and sport are related. The competitive nature we see in sports is no different from what we need to be number one in our businesses. Athletes effectively utilize this feature and often bring that passion and potential to their respective field of work.

2. Leadership

Each team needs a leader who has a clear vision and shows the way. Performance depends on the leader's ability to motivate others to do their best. No team has ever won a championship without having a leader in their group.

An entrepreneur has the same duties as an athlete when it comes to bringing his/ her team to the top: she must take charge of her team and steer the ship home safely. The future of the company rests on the leader's shoulders, their mental strength must endure through thick and thin.

3. Pressure

In sports it is common to find ourselves in situations that put us under extreme pressure, where a single movement affects the final result of the game. However, facing those battles and being able to make decisions can have great rewards and consequences. The value of a player depends on how he knows how to handle pressure and stay calm during the game.

In business, an entrepreneur deals with many tasks that could have a huge impact on his own business and his environment. As the leader of your company, your employees depend on you and your ability to make appropriate decisions. A true leader must know how to tighten his belt and use mental strength to move forward and succeed.

4. Practice

No athlete can achieve their true potential without practice. Everyone should practice at their best and continually work to perfect their game.

	<p>An entrepreneur has strengths and weaknesses, but he must always work as a perfectionist to overcome his weaknesses by betting on his strengths. Perfection in practice is an essential key to success.</p> <p>5. <u>Perseverance</u></p> <p>Everyone has many obstacles in their way before being crowned the winner. Some obstacles will be overwhelmingly demanding, but perseverance leads a leader toward his ultimate goal.</p> <p>We know that the business arena is not the easiest "game" on the planet. An entrepreneur will have to jump over difficult obstacles just to get closer to the finish line. Just like in sports, you will have to fight for everything you want to achieve, and for this you need perseverance and mental tenacity.</p> <p>For most of the traits that are vital in sports and business, studies show that entrepreneurs who have been athletes are better leaders and businessmen because of those qualities that only develop with sports.</p>
<p>Gamification-Based Interactive Tasks</p>	<p>Task 1: Please answer the questions related to the content of the Module.</p> <p>1- An entrepreneur has the same duties as an athlete when it comes to bringing his/ her team to the top</p> <p>a) Yes b) No</p> <p>2- When we talk about the characteristics of a social entrepreneur, what does real purpose mean?</p> <p>a) They have little money and a shortage of personnel to start b) Successful social business has a mission to make this a better world c) People who often come from communities in situations of poverty d) A social entrepreneur goes beyond himself</p> <p>3- Social entrepreneurs are those people who prioritizing economic benefit over social impact?</p> <p>a) Yes b) No</p>

4- Why does pressure help an athlete become a social entrepreneur?

- a) They will have to fight for everything they want to achieve.
- b) The same duties as an athlete when it comes to bringing team to the top
- c) A true leader must know how to use mental strength
- d) No athlete can achieve their true potential without practice

5- Studies show that entrepreneurs who have been athletes are better leaders and businessmen

- a) Yes
- b) No

You have completed the task and your score is:

Task 2: In this task you shall enter the missing words in the sentences

Start

- 1- For most of the traits that are vital in sports and business, studies show that entrepreneurs who have been athletes are better _____ and businessmen because of those qualities that only develop with sports.

Leaders

- 2- Each team needs a leader who has a clear vision and shows the way. Performance depends on the leader's ability to _____ others to do their best

Motivate

- 3- The entrepreneur faces challenges constantly and does not give up until he manages to overcome the obstacles: this is where _____ and sport are related.

Business

- 4- An entrepreneur has strengths and weaknesses, but he must always work as a perfectionist to overcome his weaknesses by betting on his strengths. Perfection in practice is an essential key to _____

	<p>Success</p> <p>5- An entrepreneur will have to jump over difficult obstacles just to get closer to the finish line. Just like in sports, you will have to fight for everything you want to achieve, and for this you need _____ and mental tenacity.</p> <p>You have completed the task and your score is:</p> <p>Task 3: Please make a reflection on the Module content and write answers:</p> <ol style="list-style-type: none"> 1. Cite 3 of the characteristic skills of a social entrepreneur that you think you possess? Explain why. 2. Do you think that athletes have any other skills for social entrepreneurship that we have not mentioned in the notes? 3. Write at least 3. 4. Do you think that social entrepreneurship in sports can open career paths when you finish your sports career? Why? 5. Explain, as seen in the notes, why leadership is a skill that athletes have and that can help to be a social entrepreneur? 6. Explain why the perseverance developed as an athlete can help you as a social entrepreneur.
<p>Reading</p>	<p>Social Entrepreneurship and Sport in Romania: How Can Former Athletes Contribute to Sustainable Social Change? (see the portal)</p> <p>Winning at Life: https://www.redbull.com/us-en/theredbulletin/athletes-for-social-change</p> <p>Psychosocial Characterization of Social Entrepreneurs: A Comparative Study (see the portal)</p> <p>Social Entrepreneurship and innovation in Sports (see the portal)</p>

Quiz	<ol style="list-style-type: none"> 1. In the article on social entrepreneurship in sports in Romania, what is the purpose of a social company as opposed to a company without such a purpose? 2. How can sports offer resources and inspiration to innovate through social entrepreneurship and to tackle social problems? 3. How could former athletes contribute to sustainable social change in Romania? 4. What is Ivan Patzaichin and “Rowmania” Project? 5. Summarize in a few lines the conclusions of the study.
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Module 3: The Role of Changemakers in Society: Athletes and Changemakers

Module Description	<p>This module is meant to introduce learners to the concept of Changemakers. This module will also define the roles, responsibilities and skills associated with being a Changemaker.</p>
Learning Outcomes	<p>At the end of this module, athletes will be able to:</p> <ul style="list-style-type: none"> ● understand the definition, skills and roles of a Changemaker in society. ● develop an understanding of becoming a Changemaker as a career option and a way to give something to the community.
Learning Activities	<ul style="list-style-type: none"> ● Watch 1 introduction video ● Watch 1 lecture video ● Watch 2 expert videos ● Read the articles related to topic ● Complete 3 game-like interactive tasks ● Obtain a minimum score of 80% from the quiz

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<p>Estimated Duration</p>	<p>Total workload is approximately 3 hours including:</p> <ul style="list-style-type: none"> ● 30 minutes for watching videos ● 75 minutes for exploring the required reading material ● 60 minutes for interactive tasks ● 15 minutes for quiz
<p>Video Transcript</p>	<p>Introduction Video:</p> <p>So, what does being a Changemaker mean? Who can become a Changemaker? In the following module, we will dive deeper into the concept of being a changemaker, and present the attitudes and skills needed to be a successful changemaker in your community.</p> <p>Video Lecture</p> <p>From educators to celebrities to students, everyone has the potential to be a Changemaker. According to the Ashoka Foundation, a Changemaker is anyone who is taking creative action to solve a social problem.</p> <p>In particular, Changemakers are defined by three key characteristics: intent, motivation and creativity. Changemakers are intentional about solving a social problem. They possess empathy for those around them and pursue social goals <i>on purpose</i>. Changemakers are also motivated to act, face social problems and keep trying to make a difference. Finally, Changemakers are creative. They ask questions, are open-minded and can see things from different perspectives.</p> <p>Unpacking this definition, researchers from across Europe have even identified several personal attributes that changemakers need to generate social innovation and impact: self-confidence, leadership, cooperation, perseverance, self-awareness, action orientation, creativity, critical thinking, problem-solving, reflection, empathy, social-emotional intelligence, and communication.</p> <p>Changemakers can generate impact in their communities in many ways. They can directly provide or scale services to those in need. This can mean starting a small mentoring programme or helping an established approach grow. Or changemakers can act or advocate for systems change, helping</p>

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	<p>develop new approaches and policies that help make society more fair and just.</p> <p>Social entrepreneurship, in particular, can be a valuable tool for changemakers to engage in action. Social entrepreneurs are changemakers who generate impact by focusing on systems change and helping others to thrive.</p> <p>Athletes are especially well equipped to become changemakers and social entrepreneurs. In their sporting career, they acquire skills – like perseverance, leadership or discipline - that are also crucial in social enterprise. Plus, athletes often develop significant personal and professional networks that can help them springboard their initiatives.</p> <p>Being a changemaker, though, is more than just about intentional social goals and having the right personal qualities. It is also about being fully aware of the roles and responsibilities that come with wanting to be a changemaker. Changemakers have responsibilities towards the people they work with and the communities they aim to serve. Amongst others, changemakers need to ensure community participation, develop networks, build trust, lead others, obtain financial resources, and create long-term plans.</p> <p>No matter who you are, you can become a changemaker. But to be a successful changemaker, you have to develop the right skills to succeed and be aware of your unique responsibilities towards your community.</p>
<p>Gamification-Based Interactive Tasks</p>	<p>Task 1: Changemakers in your community</p> <p>Tell us about a changemaker in your community. What makes this person a changemaker and what kind of impact have they had in your community.</p> <p><i>This could be a simple open-ended question, or a more interactive Forum discussion or peer-evaluation type of activity</i></p> <p>Task 2: Mapping Your Skills as a Changemaker and Social Entrepreneur</p> <p>How do you assess your skills for social entrepreneurship?</p> <p><i>Here, we could integrate the original SENTA Mapping Survey (adapting from the Spanish Research) and give each participant a profile of their self-</i></p>

	<p><i>assessed skills across the 17 areas identified. This can also give participants an idea of the skills they are stronger in and the ones they need to work on.</i></p> <p>Task 3: Plan your skill development</p> <p>Based on your skill assessment from Task 2, write down how you think your best skills can contribute to you becoming a Changemaker. And write down how you think you can work on some of your weaker skills?</p> <p><i>This could be a simple open-ended question, or a more interactive Forum discussion or peer-evaluation type of activity</i></p> <p>Task 4 (Optional): Assess your Social Entrepreneurship Environment</p> <p>The OECD has prepared an <u>assessment</u> tool that allows you to evaluate the social enterprise environment or region. This tool takes some time to work through, but it provides an excellent basis to reflect on the realities in your area.</p>
<p>Reading</p>	<p><u>Ashoka Foundation. More than Simply "Doing Good:" Defining Change-makers</u></p> <p><u>Rivers et al. Embedding social innovation and social impact across the disciplines: identifying 'Changemaker' attributes</u></p>
<p>Expert Videos</p>	<p><u>How to Become a Change-Maker in Today's World Miguel Joey Aviles TEDxUPRM</u></p> <p><u>Everyone a Changemaker Ashoka Foundation</u></p>
<p>Quiz</p>	<ol style="list-style-type: none"> 1. According to the Ashoka Foundation, what is the definition of a Changemaker? <ol style="list-style-type: none"> a) Anyone who launches a business that disrupts the market b) Anyone who is taking creative action to solve a social problem. c) Anyone who donates or volunteers

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2. Can someone supporting a small community mentorship programme or soup kitchen be considered a changemaker? (correct answer in bold)

- a) Yes
- b) No

3. What are the three defining characteristics of a changemaker?
Motivated to act

- Intentional pursuit of social goals
- Pursuit of profit
- Development of new technology
- Famous or well-known
- Creativity
- Significant financial resources

4. List five skills associated with successful changemakers

Potential answers include: confidence, leadership, perseverance, self-awareness, action orientation, creativity, critical thinking, problem-solving, reflection, empathy, motivation, emotional intelligence, social intelligence, values-focused, innovation, communication, planning, cooperation, teamwork

5. What are the roles and responsibilities of changemakers?

- Satisfy shareholders
- Ensure community participation
- Develop networks
- Build trust
- Lead others
- Obtain financial resources
- Create long-term plans
- Become well-known
- Engage with other famous individuals
- Expand your activities on a national or international scale

Module 4: From Theory to Practice for Career Planning: Athletes in the Training

Module Description	Through this module, you will be able to learn how to become a social entrepreneur if you are or have been a high-level athlete, and the possibilities it can give you to undertake once your sports career is over.
Learning Outcomes	<p>At the end of this module, athletes will be able to:</p> <ul style="list-style-type: none"> • discuss on social entrepreneurship as a way of self-employment at the end of a sports career to achieve economic success, based on social responsibility. • explain the steps how to launch a social initiative. • discuss what skills they need to run a social initiative.
Learning Activities	<ul style="list-style-type: none"> • Watch 1 introduction video • Watch 1 lecture video • Watch 1 expert video • Read the articles/good examples related to topic • Complete 3 game-like interactive tasks • Obtain a minimum score of 80% from the quiz
Estimated Duration	<p>Total workload is approximately 3 hours including:</p> <ul style="list-style-type: none"> • 30 minutes for watching videos • 75 minutes for exploring the required reading material • 60 minutes for interactive tasks • 15 minutes for quiz
Video Transcript	<p>Introduction Video</p> <p>Welcome to the video tutorial for module 4. In this module, we will teach you how to answer the following questions:</p>

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How Social Entrepreneurship can help me to find a job future once my sports career finishes?

What do I have to do to be a social entrepreneur in sports?

What kind of skills do I need and how to develop them?

You will start learning how to become a social entrepreneur if you are or have been a high-level athlete. Good luck!

Lecture Video

The idea of “social entrepreneurship” takes on special importance in our time, as the current moment lends itself to adopting an entrepreneurial approach to social problems. Social entrepreneurs are needed to develop new models; Social entrepreneurship, as a new way of understanding business and social well-being, offers new job and professional opportunities while proposing innovative models to face social and environmental problems and needs.

The sports sector is a viable industry capable of creating new jobs and generating economic activity, currently presenting an ideal scenario for athletes who finish their sports careers, to undertake and face the challenges of the current labour market. Many athletes have been entrepreneurial in building their brands by entering into multiple global marketing campaigns for consumer products ranging from watches, perfume and wine. Athletes including Greg Norman, David Beckham and Serena Williams who have been risk taking by involving themselves in innovative business deals that have been commercially successful.

Public relations can help manage the image of an athlete by focusing on areas such as social responsibility and community engagement. Athletes who are part of sports teams use public relations to enhance their professional image and their ability to manage media internet in their careers. An athlete’s ability to shape their image is an important component in them finding business opportunities

Being able to succeed as an entrepreneur requires hard work, dedication and a lot of persistence, unfortunately there is no secret key or formula to be able to succeed in any project.

However, there are certain recommendations and basic steps that can make you achieve your goals as a new social entrepreneur. We share some of them with which you can implement strategies to carry out a new project.

The main objective of a social enterprise is the resolution of a problem in society, never neglecting the obtaining of benefits and the generation of employment. Social entrepreneurship is spreading more and more in the business world and more and more companies are emerging with the motivation to improve some aspect of the world in which we live.

However, for anyone who decides to create a social business, their priority will not be to increase sales. Rather, its purpose is to solve a latent social problem in its environment, which it seeks to improve and /or solve.

Any person who chooses to start their business adventure through a social company, must bear in mind that the steps to follow to create it will depend on the legal form they choose. Here we detail the steps to start a social enterprise in sports:

1. You have to decide that in which country or region are you going to establish the domicile of the social enterprise. There are some regions that have competence when it comes to creating social enterprises and that specific regulation governs, instead of the state one.
2. Choose on the basis of which model your social enterprise will be developed, since there are different modalities: cooperatives, mutual societies, foundations, associations, labour companies, ...
3. Depending on the figure we have chosen; we will go to the regulations in question and the necessary procedures will be carried out in each case.

But what kind of models exist to create a social company in sports?

We find that socially responsible companies base their social models in one of the possible ways that allow them to help society:

- Through the product or service: they refer to companies that offer products that solve a problem, improve the efficiency of some production processes, provide new technology to people who need it, or reduce / replace costs that people do not can allow.

- Through work: companies that place the value they have in society through work, use groups at risk of exclusion, or with fewer opportunities, to carry out the company's activity.

- Through the raw material used: the models based on the raw material offer products already existing on the market but made with new materials that surprise the consumer.

Be aware that there are many social entrepreneurs who carry out business projects with the aim of responding to different problems in society. However, not all are successful. Although many ideas are very useful and interesting, many of those projects stay on the road because their business viability is not possible. Therefore, it is necessary to know some recommendations for the success of social enterprises.

- A. Detecting opportunities: it is necessary to see where there is an opportunity to know how we can respond to a problem. Doing a social enterprise because it is not going to take us anywhere. We must analyse the market and investigate how we can help improve society and narrow the scope, especially at the beginning. Like normal companies, we must dedicate ourselves to one thing in particular, since all social needs cannot be covered.
- B. Knowing the customer: we must be aware that sometimes the person who is going to benefit from our product is not the same person who is going to pay for it. You must target each of your audiences.
- C. Establish a profitable business model: like all companies, it is necessary to create a model that generates benefits, or at least, that does not generate losses. Social enterprises are not faced with generating profits through the activity they carry out, but they do put the solution to society's problem before obtaining wealth for the founder himself.
- D. Not relying on subsidies: It is likely that at the beginning, donations, subsidies and aid will help us to relaunch the project. However, one of the keys is to try to ensure that this is not the only source of income for the company, since when they disappear, the company will not be able to move on either. The objective is to obtain financial stability that allows the durability of the company.
- E. Offer added value to your product or service: this is one of the most important points. The products and services offered by social enterprises tend to be higher priced for obvious reasons: more elaboration, more expensive materials and actions in favor of the

	<p>environment in which we live. Therefore, we must ensure that people agree to pay a premium for the value of our product or service compared to competitors.</p> <p>It is important to remember that there are more and more studies that affirm that athletes and ex-athletes who embrace this type of initiative could be important promoters of entrepreneurship. The <u>celebrity status</u> and the <u>network</u> created around it could help to develop this phenomenon.</p>
Gamification-Based Interactive Tasks	<p>Task 1: The Business Model Canvas Join and sign up at https://www.strategyzer.com/canvas/business-model-canvas</p> <p>Task 2: Design your social business model with Canvas template that you will find in the link for task 1</p> <p>Task 3: Share your Canvas in sport social business template in the following folder: https://drive.google.com/drive/folders/1rXHFVOoEiLszjJ3aNtnDCnRd5AjB9mZj?usp=sharing</p>
Reading	<p>Social Enterprise: How to Uncover Original Ideas Using the Social Business Model Canvas: https://www.acumenacademy.org/blog/social-enterprise-how-uncover-original-ideas-using-business-model-canvas</p> <p>Social entrepreneurship and how a money smart athlete can help people through business: http://moneysmartathlete.com/2018/10/24/social-entrepreneurship-and-how-the-msa-can-help-people-through-business/</p>
Expert Video	<p>How can you describe/design/improve your business model? https://vimeo.com/78350794</p>

<p>Quiz</p>	<ol style="list-style-type: none"> 1. Please explain briefly what your idea of social business in sports consists of. 2. Could you explain briefly what motivated you to make a business plan? 3. Do you think that as an active and / or retired athlete, you could have some advantages for the development of your social business? Explain why. 4. At what point in your sports career do you think it would be better to implement your business idea? 5. Once you know what social entrepreneurship is and how you can use your skills as athletes, would you dare to start a social company in sports?
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Module 5: Social Business Models. Athletes on the Pitch

<p>Module Description</p>	<p>This module introduces the trainee to the field of social business models, providing athletes with theoretical and practical knowledge about them. The focus of this module is on the social business model components and various types of social businesses. The module then addresses issues related to a social business model canvas and revenue-generating strategies for social business. Fundamental knowledge of core social business models is clearly a “must” for aspiring social entrepreneurs.</p>
<p>Learning Outcomes</p>	<p>At the end of this module, athletes will be able to:</p> <ul style="list-style-type: none"> ● explain what a business model is and why it is important for society. ● explain the differences between business models of commercial enterprises and business models of social enterprises. ● understand the components of a social business model. ● use a social business model canvas.

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	<ul style="list-style-type: none"> ● know different types of social business models. ● understand various strategies to generate revenue and ensure self-sustainability.
Learning Activities	<ul style="list-style-type: none"> ● Watch 1 introduction video ● Watch 2 lecture videos ● Read the articles related to topic ● Complete 5 game-like interactive tasks ● Obtain a minimum score of 80% from the quiz
Estimated Duration	<p>Total workload is approximately 3 hours including:</p> <ul style="list-style-type: none"> ● 30 minutes for watching videos ● 75 minutes for exploring the required reading material ● 60 minutes for interactive tasks ● 15 minutes for quiz
Video Transcript	<p>Introduction Video</p> <p>Hi! Welcome to Module 5!</p> <p>To be an entrepreneur is challenging; to be a social entrepreneur seems to be even more challenging, given that this domain brings supplementary issues. No matter what the industry is, each business has a business model that describes how the initiative will work and how it will sustain itself. As we have seen in our previous module, for a social enterprise, the additional goal of generating social value is as important as the revenue-generating aspect. During this module, you will learn how to set your goals based on a social business model.</p> <p>Lecture Video-1</p> <p>It is important for you to have a plan when you intend to create a product or service that people will want, and you will have to find an effective way to sell it. First of all, you have to remember that just “wanting to create a social enterprise” does not mean you have the “right to exist on the market” and you will be successful. You need to sustain that place, and this module will help you: ask the right questions and structure your plan, based on business models that have already been tested over time.</p>

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So, let's see what a social business model is.

The term “social” is obsessively used today, which makes it difficult to understand what a social business really looks like. Therefore, the first step will be to know what a business model is. The simplest definition is given by a well-known financial journalist, Michael Lewis (1999), who says that all it really means is how you plan to make money.

In a more developed definition, a business model could be seen as a two-part process. The first part includes all the activities associated with producing or delivering something: designing it, purchasing materials or components, manufacturing it, and so on. Part two involves all the activities associated with selling that product or service, which implies finding and reaching customers, distributing the product or delivering the service.

Thus, a business model is a plan implemented by a company to generate revenue and is often analysed in terms of its capacity to generate profit.

The social business model has a clear intention to generate positive change in society and also intends to find a balance between the idea of making profit and positive change. In a simplistic interpretation, the key to the problem is to find those skills and resources needed to turn traditional for-profit companies into social businesses. This type of structure has a dual target: to produce positive change and maintain a healthy financial plan.

In other words, imagine that you are an architect, and you have to build a house. You need to understand what your fundamental needs are, then sit down at your desk and start sketching a plan for your house, in this case, a social business. In the following video, you will see what the fundamental pillars of a social business model are.

Lecture Video-2

A business model has some components that allow investors and owners to have a clear idea of how to best start and grow their business. A classic business model typically has four key components that are interlocked. These four elements are:

- customer value proposition,
- profit formula,
- key resources and

- key processes.

The social business model adds a fifth element to these four components: the beneficiary value proposition.

Let's take them separately and see why they are important.

The first component, **Customer Value Proposition**, indicates that the business model “helps customers perform a specific ‘job’ that alternative offerings don’t address” (Johnson et al., 2008, p. 1). The first step in your business plan is to make sure that the product or service you provide is useful, needed or desired by your targeted customers. This is an essential principle of business and involves a well-designed offering. When you are convinced that you have a beneficial and needed product or service, it is important to deliver it to your customers in a simple way. In order to succeed, it is helpful for you to answer some questions such as: Who is your customer? What product(s) would best meet the needs of your customer(s)? Will they purchase the product for themselves or someone else?

The second component, **Profit Formula**, is considered to be “the blueprint that defines how the company creates value for itself while providing value to the customer” (Johnson et al., 2008, p. 3). It involves some basic economic principles stating that the social business model generates revenue for your company through elements like costs, margins or inventory turnover. The profit formula entails some additional questions such as: How much money can be made? At a given price, how many customers will I have? These kinds of questions are important in order to have a long-term view of your social enterprise.

The third component is represented by **Key Resources**. This aspect is related to the staff, technology, materials, facilities and other assets needed to deliver the value proposition to the targeted customers of a business. Key resources can be categorised as follows: Human (experience, creativity, skills, etc.), Physical (buildings, vehicles, materials), Financial (cash, credits) and Intellectual (Brand, Partnerships, Patents).

The fourth component consists of **Key Processes**. A business activity is based on various processes such as training, manufacturing, planning, services to purchase resources.

The fifth component refers to **Beneficiary Value Proposition**. In social enterprises, the customer may be different from the beneficiary. This feature

	<p>generates the need to introduce a beneficiary indicator, which raises some questions similar to those asked at the Customer Value Proposition: Who is the beneficiary? What product(s) would meet the needs of this beneficiary? What is their shortcoming in terms of money, skills or access?</p> <p>These five components are important in order to understand the mechanisms of the social business model.</p>
<p>Gamification-Based Interactive Tasks</p>	<p>Please read the case studies below and identify the money-making strategies used by the following social enterprises:</p> <p>World Bicycle Relief (WBR) is a non-profit organization based in the United States, which distributes bicycles to help people in need in developing countries around the world. Until March 2020, WBR has distributed 500,000 bicycles. Besides these donations, WBR is also creating a marketplace for bicycles in other areas where people want to purchase them. And wherever they go, they train service providers in bicycle maintenance and assist in setting up local and locally-owned repair shops where these trained maintenance technicians can help beneficiaries keep their wheels rolling. More about this project on:</p> <p>https://www.forbes.com/sites/jimvinoski/2020/01/13/can-bicycles-relieve-poverty-world-bicycle-relief-says-yes/#4e2a96f2aab2</p> <p>Please write your answer:</p> <p>Please read the case studies below and identify the money-making strategies used by the following social enterprises:</p> <p>Street Fit Scotland is a non-profit organization that provides a fitness programme for people experiencing homelessness, rough sleeping in temporary accommodation or needing support to sustain a tenancy. This programme brings positive changes in confidence, mental health, physical health, behaviour, engagement with staff and communities, and employability skills. Participants learn to work as part of a team in a supportive environment that aims to raise their future aspirations. Since 2016, Street Fit Scotland has been a registered charity and is currently</p>



funded by the Scottish Government. More details about this enterprise on: <https://www.streetfitscotland.org/about-us/>

Please write your answer:

Please read the case studies below and identify the money-making strategies used by the following social enterprises:

Janji is a social enterprise that produces running clothes and allows runners to explore, connect to and change the world by running. Each season, Janji goes to a different country around the world, meets with local artists, fabric makers and designers, builds a line across that country, and then 5% of all sales funds a clean water project in that country. Today, Janji is in over 200 running stores and has given thousands of years of clean drinking water to people around the world. More about the project can be found here:

<https://www.causeartist.com/janji-running-brand-providing-clean-drinking-water-around-the-world/>

Please write your answer:

Please read the case studies below and identify the money-making strategies used by the following social enterprises:

Street Fit Scotland is a non-profit organization that provides a fitness programme for people experiencing homelessness, rough sleeping in temporary accommodation or needing support to sustain a tenancy. This programme brings positive changes in confidence, mental health, physical health, behaviour, engagement with staff and communities, and employability skills. Participants learn to work as part of a team in a supportive environment that aims to raise their future aspirations. Since 2016, Street Fit Scotland has been a registered charity and is currently funded by the Scottish Government. More details about this enterprise on: <https://www.streetfitscotland.org/about-us/>

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	<p>Please write your answer:</p> <p>Please read the case studies below and identify the money-making strategies used by the following social enterprises:</p> <p>The Football Foundation for Africa (FFA) is a social enterprise that seeks to solve Africa’s development problems with the ultimate goal of creating job opportunities. The FFA has an operational focus in Africa. The primary aim of the Foundation is structured in three directions of action: sustainable sports infrastructure, education and advocacy. The FFA organizes football tournaments and other activities to support youth to access quality education and decent job opportunities. FFA members pay membership fees and operate in the common interest.</p> <p>Please write your answer:</p>
<p>Reading</p>	<p>Reading-1:</p> <p>How can social enterprises make money? Any social enterprise needs a business model with a money-making strategy. In this regard, we propose 10 revenue strategies for successful social enterprise business models. They are an excellent starting point on which a social entrepreneur can rely.</p> <p>The first aspect is data collection. It means that a social entrepreneur needs to gather information about customers and users, but also about the populations that the project serves, if the customer/user is not the same as the beneficiary. Data collection is useful to make internal business decisions.</p> <p>The second solution is related to consulting. Social enterprises are usually developed in niche areas, which allows them to perform consulting work. Becoming specialised in providing a service opens the possibility to multiply the project and train others.</p> <p>Business assistance is another way for social enterprises to highlight their knowledge. It means that social entrepreneurship can provide support for other similar projects through various forms of assistance such as due</p>

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diligence, investment readiness, business development and other services. This kind of approach is also helpful in terms of networking because it can build strong relationships with clients.

Another strategy refers to the **subscription service**. This approach ensures recurring revenue because it convinces potential customers to pay monthly or yearly for products and/or services. By using the subscription service, a social business will be able to build a long-term plan and simultaneously will make their products and services more accessible to low-income customers.

A particular aspect is the **opportunity to educate and train** people and to be rewarded for this. The educational circuit involves that a social enterprise recruits students, provides them with training and connects them with employers. Consequently, employers pay the social enterprise for this educational process.

Partnership and revenue sharing are a great solution for social enterprises to make profit and strengthen their business. You are recommended to find a partner who can help you with your business and with whom to share the work, increase the number of customers and share the revenue. The social enterprise can be both the main pillar and the secondary actor in such a partnership. You can provide other organizations with data, knowledge, technology or business services in exchange for future revenue percentages. Do not forget that it is important for you to have wide access to the market.

This kind of strategy leads to a similar approach to **risk-sharing partnerships**. Social enterprises could help reduce risks for insurance companies, for example. Research has shown that this is a high-potential domain for the social impact space.

Leasing programmes are a smart technique for social enterprises to generate revenue with their assets. As a social entrepreneur, you can use these programmes to monetise your extra equipment, patents and other licences.

Social enterprises can generate revenue by **organizing events**. The profile of a social business facilitates the opportunity to sell tickets and find sponsorship for various events and actions. In addition to the financial aspect, social enterprises have the possibility to accelerate impact.

The last but not the least important revenue strategy is the simplest of all. Social enterprises can **sell products or services to customers**. The real

challenge for you will be to find a balance between selling a product and promoting a cause.

Reading-2:

In recent decades, researchers have discussed the profile of social enterprises worldwide and identified multiple models. Wolfgang Grassi, a professor of business administration, distinguished in 2012 nine types of social business models²³. He combined three important factors for a social business model (mission, type of integration and target population) with the three traditional business categories (for-profit, not-for-profit and hybrids). This has resulted in nine specific types of social business models that will be exemplified in the following.

The cooperative model is probably one of the most known categories of social entrepreneurship. The cooperative is a fee-based membership organization with shared common needs and goals, which provides various services to its members. The cooperative is owned and operated by its members.

The entrepreneur support model sells business support services directly to the client (entrepreneurs, self-employed individuals or firms). This type of enterprise then allows its clients to sell their products and services in the open market.

The market intermediary model, as its name suggests, mediates customer access to markets. The social enterprise provides services for entrepreneurs, firms or cooperatives to help them access markets. These services typically include marketing activities, product development, credit, etc.

The employment model of social business provides employment opportunities and job training to its beneficiaries, who are usually people with difficulties in being employed, such as the homeless, people with disabilities, etc. The organization operates an enterprise employing its clients and sells its products or services in the open market.

²³ Grassi, W. (2012). Business models of social enterprise: A design approach to hybridity. *ACRN Journal of Entrepreneurship Perspectives*, 1(1), 37-60.

http://www.acrn.eu/resources/Journals/JoE012012/Grassi_SE-Hybridity.pdf

The fee-for-service model of social business works by marketing its social services, which means selling them directly to the beneficiaries/clients or to a third-party payer. Your enterprise will thus have financial stability through fees charged for services.

The low-income client as market model describes social enterprises that provide poor or low-income clients access to products and services. This type of enterprise usually operates in areas such as healthcare, food or utility services.

The market linkage model is similar to the market intermediary model, but the social business does not market or sell their clients' products and services. The market linkage model connects buyers to producers and vice versa, and charges fees for this service. So, this type of enterprise is based more on building relationships.

The service subsidisation model is very popular among social entrepreneurs. The main characteristic of this social business is the sale of products or services to an external market and the use of the generated income to fund its social programmes.

The organizational support model sells products and services to an external market, businesses or general public. This model is usually external: business activities are separate from social programmes. It is created as a funding mechanism for the organization and is often structured as a subsidiary business (a for-profit or non-profit entity) owned by the non-profit parent.

The For-profit Social Enterprise Is the Impact Model of the Future

<https://www.forbes.com/sites/forbestechcouncil/2017/12/22/the-forprofit-social-enterprise-is-the-impact-model-of-the-future/#1f4926b95571>

Quiz

1. What is a business model?

- a) a description of a system that uses banking concepts
- b) a plan for the successful operation of a business
- c) a theoretical construct representing economic processes through a set of variables and a set of logical relations

2. Which of the following components are specific to the social business model?

- a) Beneficiary Value Proposition
- b) Profit Formula
- c) Key Resources
- d) All of them

3. Which of the following money-making strategies are recommended for a successful social business model?

- a) Subscription service, organizing events, selling products and services
- b) Investing in futures and bonds, leasing programmes, currency trading
- c) Partnership and revenue sharing, buying a building, sport betting
- d) All of them

4. Which of the following models are social business models?

- a) The cooperative model
- b) The fee-for-service model
- c) The service subsidisation model
- d) All of them

5. Which of the following characteristics is specific to the cooperative model?

- a) The income of the cooperative is managed by the state
- b) The cooperative is owned and operated by its members
- c) The model is specific to communist countries
- d) All of them

Module-6: Technology and Social Entrepreneurship: Athletes on the Podium

Module Description	<p>This module explains what technology and technology-oriented entrepreneurship is and why it is important for a social enterprise. This module explains how technology helps scale the specified business model. It also emphasizes how technology facilitates reaching large audiences and how social products and services produced for the target audience increase access.</p>
Learning Outcomes	<p>At the end of this module, athletes will be able to:</p> <ul style="list-style-type: none"> • discuss why technology and technological-oriented entrepreneurship are important for a social enterprise in the sports field. • discuss how does using technology contribute to a social enterprise. • discuss how can a social entrepreneur use technology to increase impact.
Learning Activities	<ul style="list-style-type: none"> • Watch 1 introduction video • Watch 1 lecture video • Watch 2 expert videos • Read the articles related to topic • Complete 3 game-like interactive tasks • Obtain a minimum score of 80% from the quiz
Estimated duration	<p>Total workload is approximately 2 hours including:</p> <ul style="list-style-type: none"> • 30 minutes for watching videos • 60 minutes for exploring the required reading material • 15 minutes for interactive tasks • 15 minutes for quiz
Video Transcript	<p>Introduction Video:</p>

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Hi! Welcome to Module 6. Social entrepreneurs are those who use innovative approaches to societal challenges such as lack of quality education, public health, unemployment and inequality. In these and other cases, technology plays a prominent role as not only is technology inherently innovative but increasingly, it has become cost effective to deploy technology to solve social problems. In this module, we will emphasize why technology and technological-oriented entrepreneurship are important for a social enterprise in the sports field. Also, we will also discuss how does using technology contribute to a social enterprise and how can a social entrepreneur use technology to increase impact. Now it's time to get on the podium!

Lecture Video:

Sports is one of the important social phenomena that people from different segments of society are particularly interested in. Many people are the part of the sport either as a follower, a practitioner or a professional.

Sport is not only a leisure activity and good for personal health, but it has a big industrial impact. With its € 294bn contribution to EU gross value added, the sport sector is considered a significant driver of smart and sustainable growth.

The sport industry, in its broad definition, is a real industry, which can be seen as a growth engine for the wider economy as it generates value added and jobs across a range of sectors, in manufacturing as well as in services, stimulating development and innovation.

The sport industry is also characterized by constant and rapid waves of innovation, often in close collaboration with other industries. As a result, innovative products/services are progressively spread in different markets and used for different purposes.

Along with this innovative aspect of the sport industry, sport entrepreneurship is an important economic concept in Europe as well as in the world, and it is becoming an increasingly common career option, especially among young people.

In recent years, giants such as Barcelona FC and Arsenal FC have been supporting technology-focused sport entrepreneurs with the innovation centres they have launched.

Technological enterprises include those with innovative, high value-added and technological business ideas. Technological enterprises are distinguished by their high and fast growth potential and their capacity to open and scale up to the global market.

Think about the companies like AirBNB, Uber and Facebook. The common characteristics of these enterprises are that they have grown very fast and have reached millions of users / customers around the world thanks to technology as well as innovative business models.

On the other hand, technology plays a prominent role as not only is technology inherently innovative but increasingly, it has become cost effective to deploy technology to solve social problems.

So how does using technology contribute to a social enterprise? The answer to this question will of course be to increase the effect you want to create. So how can a social entrepreneur use technology to increase impact? Now let's take a look at this.

Unlike a traditional entrepreneur, a social entrepreneur can solve a problem by using the latest technology and innovative thinking.

Technology democratizes social entrepreneurs' access to knowledge, provides them new skills and helps them scale their businesses. Of course, this doesn't mean that every tech venture will be successful.

Technology is a powerful tool that, when used appropriately, can increase the scale and impact of social enterprises. In addition, technology can cause significant societal changes when presented by social entrepreneurs in a way that empowers the target audience with appropriate education. Let's take a look at some examples now.

Adim Adim (Step by Step) is a social enterprise that aims to promote "collective charity run" in Turkey. It includes more than 83 thousand volunteer runners and more than 690 thousand donors. The "Run for Goodness" Platform launched by Adim Adim is a "charity run" web platform used by volunteers who want to run for donations to non-governmental organizations. Volunteer runners can see their rankings, the number of donors, and their badges on the web pages based on gamification. The Run for Goodness platform is the first digital fundraising platform in the world built exclusively for charity run.

	<p>Let's talk about mobile technologies, one of the technologies that have caused the most striking changes in recent years. The United Nations recognized that the mobile revolution empowered the poor more than any other technology. Today, a person has a much greater opportunity to have a mobile phone than to have access to toilets and sanitation. 'Play with Me' is a mobile application in Norway specifically aimed at encouraging refugees' interactions with the host community and supporting their social inclusion through sports. Thanks to this mobile application, refugees can easily access the sports facilities nearest to them and find all the information they need about the facility. The mobile application also enables refugees and host communities to organize sports activities together, contributing to the increase and widening of the social impact that will occur.</p> <p>Let's finally take a look at the digital design and social media tools that many of us use today. Let's say you started an initiative, and you organize a promotion campaign. Before digital tools like social media, maybe you would have to communicate with hundreds of people for this. Now, thanks to design tools with very simple interfaces, we can customize ready-made templates and send them to hundreds of people via social media tools. If an elite athlete shared such a post on his or her social media account, it means that the post is accessible to anyone, anywhere in the world, at any time. This is a good example of how technology can provide engagement and interaction in a social enterprise initiated by an athlete who is loved and followed by society.</p> <p>In this module, we discussed how technology can contribute to increasing and scaling the impact of social enterprises. Undoubtedly, technology is constantly changing and innovating. Social entrepreneurs should follow new technological trends, keep the "technology for good" motto in mind and sweat over to make life better by making use of technology.</p>
<p>Gamification-Based Interactive Tasks</p>	<p>Task-1: Please follow the link to test your technology skill. Then, put the score you have got to the following input and save it.</p> <p>https://sportstec.typeform.com/to/UFWIhU</p>

Task-2: What tools/technologies can you reach to the target audience you want to create a social impact or facilitate their access to your products/services?

- Social Media
- Web Sites/Platforms
- Mobile Applications
- Crowdsourcing
- Blockchain
- Virtual/Augmented Reality
- Robotics
- Artificial Intelligence
- Machine Learning
- 3D/4D Printing
- 5G
- Big Data
- Drones
- Cloud and Edge Computing
- Other

Task-3: What technologies can enable you to scale up/expand your social business model?

- Social Media
- Web Sites/Platforms
- Mobile Applications
- Blockchain
- Virtual/Augmented Reality
- Robotics
- Artificial Intelligence
- Machine Learning
- 3D/4D Printing
- 5G
- Big Data
- Drones
- Cloud and Edge Computing
- Other

Reading	<p>Five Ways Social Entrepreneurs Use Technology to Increase Their Impact</p> <p>https://www.forbes.com/sites/ashoka/2014/12/10/five-ways-social-entrepreneurs-use-technology-to-increase-their-impact/#5c1f703b14cc</p>
Expert Videos	<p><u>How can tech and social entrepreneurs work together?</u></p> <p><u>What can tech and social entrepreneurs learn from each other?</u></p>
Quiz	<ol style="list-style-type: none"> 1. Which of the following is not a distinguishing feature of technology enterprises? <ol style="list-style-type: none"> a) High and fast growth potential b) Easy to open to global markets c) Traditional business model d) High Scaling Capacity 2. Which of the following is not technology's contribution to social entrepreneurs? <ol style="list-style-type: none"> a) Democratizes social entrepreneurs' access to knowledge b) Provides new skills to social entrepreneurs c) Helps social entrepreneurs scale their business d) Enables social entrepreneurs to be 100% successful 3. Technology is a powerful tool that, when used appropriately, can increase the scale and impact of social enterprises. <ol style="list-style-type: none"> a) True b) False 4. Traditional entrepreneurs can solve a problem by using the latest technology and innovative thinking. <ol style="list-style-type: none"> a) True b) False

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	<p>5. Technology can cause significant societal changes when presented by social entrepreneurs in a way that empowers the target audience with appropriate education.</p> <p>a) True b) False</p>
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Module 7: Sport and Social Impact: UN Sustainable Development Goals

Module Description	<p>Through this module participants will:</p> <ul style="list-style-type: none"> • learn how the EU and United Nations have made a logical framework where professionals are marketing social entrepreneurship with their respective audiences. • discover resources and dedicated financing, so that you can focus on your social entrepreneurial activity. • learn the intrinsic relationship between social values in sport and soft skills transposable directly to Social Entrepreneurship. • learn how Social Values in Sport can serve as a model for Social Entrepreneurship.
Learning Outcomes	<p>At the end of this module, athletes will be able to:</p> <ul style="list-style-type: none"> • know that - to comply with the will of the EU Citizens for a more Social Europe and a more Social Economy, the EU made available: a policy, a portal and dedicated financing that can only be used for social entrepreneurship activities. • understand there is a Logical Framework at EU and United Nations level to support your social entrepreneurship activity with e.g. the European Week of Sport, the World Sport Day for Development and Peace.

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Learning Activities	<ul style="list-style-type: none"> • Watch 1 introduction video • Watch 1 lecture video • Read the articles related to topic • Complete 2 game-like interactive tasks • Obtain a minimum score of 80% from the quiz
Estimated Duration	<p>Total workload is approximately 3 hours including:</p> <ul style="list-style-type: none"> • 30 minutes for watching videos • 75 minutes for exploring the required reading material • 60 minutes for interactive tasks • 15 minutes for quiz
Video Transcript	<p>Intro Video</p> <p>Hi! Welcome to module 7!</p> <p>The fact that you have come to this module shows that you have a passion for being a social entrepreneur. Let's try to understand the logical framework at the level of the European Union and the United Nations that will help you realize this passion. Let's take a look at the policies, portals and dedicated financing that can only be used for social entrepreneurship activities on a more Social Europe and a more Social Economy.</p> <p>Lecture Video</p> <p>We start with some good news: there is dedicated financing that can only be used for social entrepreneurship activities! And athletes can also access it. And the money comes with a whole logical framework that prepares society with: “World days” and EU events, you can link up with, such as the yearly European Week of Sport! And the Social Entrepreneurship world embraces the values and skills Athletes bring.</p> <p>Where does this money come from? Well, there are groups who monitor evolutions in societal values and report it to the EU institutions who adapt their strategic plan accordingly. E.g., representatives from teachers' associations - but many more too - instructed their pension fund managers</p>

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that a % of their savings should and can only be invested in social entrepreneurial activities.

The European Commission acknowledged this change in society and that most Europeans want a “more social and sustainable Europe and economy” and created a whole plan for it. You can get more detail on the website "socialeconomy.eu.org".

The call by EU citizens for a more social Europe and a more social economy can also be seen in entrepreneurship and entrepreneurship opportunities. People want to buy more local, want to produce and repair local, want to close loops regarding growing local food and composting its organic waste or insect farming on it, favour local water rainwater harvesting and recycling, local energy production, local sustainable transport initiatives via e.g. shared cars/steps/vehicles, mobility as a service, cohabitation of a student with an older couple to help out, painting roofs white to diminish the heat island effect, etc. And there is financing money that can ONLY be used for starting up social entrepreneurship activities delivering such products and services. With the "face", image, network, media - Radio and TV that athletes bring, there are opportunities there or at least social entrepreneurial groups who would love to see their team reinforced by someone with your athletic charisma, or whatever it is that you bring.

And to comply with what Europeans want, the European Commission has done more - there is a whole logical framework seizing that momentum for a call to a more social, sustainable Europe and economy and social entrepreneurship. This strategy is being marketed and implemented all over Europe, even connecting to similar initiatives worldwide. There are opportunities for athletes in marketing that social economy: there are people being paid to prepare the ground for you, talking about social entrepreneurship in the groups they come from - why not join them in their marketing actions, and help inform their members, organisations, companies? They are awaiting you to come talk about your social entrepreneurial activity, to finance you or order your product or service or a team you joined or help you to a next level in any other way.

The logical framework also comes with dedicated mediatized places and moments throughout the year onto which you can link your social entrepreneurial activity, the title of EU Sports Capital, cities compete for every year. Then there is the #BeActive European Week of Sports and #HEPA - Health enhancing Physical Activity, the last week of September and that every year.

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The policy regarding sport falls under the Directorate General for Education. And in its Erasmus+ funding program there are also opportunities you may want to explore with a team:

Erasmus+ Sports: has dedicated funding for all actors in the landscape of sport, for example to bring the link between the European sport landscape and call for a more Social Europe and Economy to a next level.

Our European Union's logical framework aligns with the larger logical framework that we help shape at world level which is made up by

Agenda21 - a strategic plan for organisations to help humanity make it beyond the year 2100. It is updated every 10 years in the "Earth Summits" and this since 1971. The Olympic Committee uses this plan to make itself even more socially relevant and sustainable; just search on the internet; Olympic21, culture21, Sports21, Athleticism21, Dance21, and more.

Just about all city governments in the world - and especially in Europe - make use of that strategic plan. Just google if your town has a "local Agenda21", go talk to the people dealing with it, together you will find opportunities for your benefit, link you up with existing teams.

At UN level, there is the calendar of the UN Observances with e.g. 6 April - the World #SportDay for Development and Peace. Search on the internet "UN Observances" to get the whole list of "World Days" and pick out those that are relevant to your social entrepreneurial activity.

The third framework at world level that you will find useful are the 17#GlobalGoals that humanity has to reach by 2030 if we don't want to run into a wall by 2100. Just about all city governments, organisations and more and more companies are integrating those 17#GlobalGoals in their strategic plans. Just google 17#GlobalGoals and check out what goal is most relevant to your social entrepreneurial activity. Athleticism for sure comes in via #GlobalGoal17, Partnerships for the Goals, where athletes can function to bring inspiration, dynamics, a spectacular entry, nice images and all the qualities connected to athleticism, sports, fair play, values, etc.

Admit that with that EU/UN logical framework - it gives additional power and seriousness, right? And there's free resources and you don't have to think up everything - it's all done for you, so use it and get some friends or family involved.

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	<p>Good luck with your social entrepreneurial activity!</p>
<p>Gamification-Based Interactive Tasks</p>	<p>Task 1: Go on the web portal of the 17#GlobalGoals (https://www.globalgoals.org/), check the list and see what Global Goals are relevant to your Social Entrepreneurial activity/business. Note them in your business plan + the relevant info you found. Write a little text where you pretend to pitch to a potential partner / customer / government representative why the goal is important to them and how it is linked to your Social Entrepreneurial activity/business and why/how you should/could collaborate. How much time do you want to devote to this / when?</p> <p>Task 2: Have a look at the social media accounts (twitter / facebook / instagram etc.) of below mentioned organisations and write down in your business plan what is relevant to your social entrepreneurial activity, how and when you will use it, how much time you want to devote to it / when?</p> <ul style="list-style-type: none"> - The EU #BeActive Week of Sports - The UN Sports Day for Development and Peace, - The 17#GlobalGoals, sports come in via #GlobalGoal17 - Partnerships for the Goals - Europa Social Economy Entrepreneurship: EU4SocEnt @SocEntEU
<p>Reading</p>	<p>Please follow the following link to proceed the reading section.</p> <p>The European Union's portal for the Social Economy</p> <p>https://www.socialeconomy.eu.org/</p> <p>Supporting entrepreneurs and the self-employed - Social entrepreneurship</p> <p>https://ec.europa.eu/social/main.jsp?catId=952&intPageId=2914&langId=en</p>

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	<p>Financing for social entrepreneurs</p> <p>https://betterentrepreneurship.eu/en/resources</p>
	<p>World's Largest Lesson: https://vimeo.com/357309724</p> <p>Nelson Mandela, The Power of Sport: https://youtu.be/5lvHnYQsTBU</p> <p>What is sustainable development?</p> <p>https://vimeo.com/144354623</p>
Quiz	<p>1. How do you find the European Commission's page with financiers that have dedicated money that can ONLY be used for Social Entrepreneurship activities?</p> <p>a) Google it using the search words: Europa Social Entrepreneurship Finance - and it is completely free; eventually call the EU, they will gladly help you.</p> <p>b) You have to go to the EU website, make a login, apply to be selected and then it costs ±1000€/year; everything the EU does is overpriced!</p> <p>c) It's a conspiracy and the money is only for the select group of the Bilderbergs & co!!!</p> <p>d) Call your Sport Federation/Sport High-School.</p> <p>2. When is the EU Week of Sports #BEACTIVE?</p> <p>a) Last week of September, every year - google it and call your Sport Federation</p> <p>b) It changes every year - it shows the people of your federation, the sport universities in your country, and at the Sport department at the European Commission are all stupid!!!</p> <p>c) First week of September, just after summer holidays when nobody has time</p> <p>d) Equal years: in the summer, unequal years: in the winter - so that one year the summer sports are put in the picture, the other year the winter sports</p>

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3. When is the UN World #SportDay - International Day of Sport for Development and Peace?
 - a) April 6th, every year
 - b) It changes every year - it shows the people of your federation, the sport universities in your country, and at the Sport department at the European Commission, and at UN level are stupid.
 - c) Equal years: in the summer, unequal years: in the winter - so that one year the summer sports are put in the picture, the other year the winter sports
 - d) Every country can freely choose, but most do it in June - the middle of exam period, because students then can use a bit more oxygen for their brains

4. What is Sports21, Athleticism21, Dance21, Acrobacy21, Local Agenda21?
 - a) The strategic plan Agenda21 applied to the world of Sports, Athleticism, Dance, Acrobats, your local town's government's Agenda21 - have a chat with them!
 - b) It refers to a global conspiracy by the Bilderbergs & co to mind-control all humans by the year 2100!!!
 - c) It's the marketing campaign of a multinational company active in sport, dance and events.
 - d) It's a day when people commemorate the victims of the 21st World War and it takes place the 21st minute of the 21st hour of the 21st day of the 21st month of the year - every year.

5. What are the 17#GlobalGoals?
 - a) 17 Goals humanity has to realize between 2015 and 2030
 - b) 17 Satellites that will be sent in orbit to observe Earth from space each in a different frequency to help gather info about the 17 most important threats humanity faces
 - c) 17 Satellites that will be sent in orbit to observe if there is a NEO- Near-Earth Object / Meteorite - that will impact Earth and extinguish all life on the planet as happened before

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